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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending, interpreting, and evaluating information from a variety of nonfiction formats in reading, viewing, and listening. It begins with reference to the particular content standard addressed in the package, the educational level of the package (middle), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) develop and maintain a nonfiction journal; (2) map main ideas and supporting details as well as identify fact and opinions in nonfiction selections; (3) interpret graphics in nonfiction selections; (4) compare and contrast information in different nonfiction selections and identify differences in points of view of the authors; and (5) use structural organizers within the selections to aid comprehension. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 394

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Example Performance Package
Minnesota Profile of Learning

Content Standard: Read, Listen, and View: Nonfiction **Level:** Middle

Title of Package/Activity: Nonfiction Journal

Summary Statement of Content Standard:

Comprehend, interpret and evaluate information from a variety of nonfiction formats in reading, viewing and listening.

Description of Student Performances:

Task 1: Read, listen to, and view several nonfiction selections, and develop and maintain a nonfiction journal.

Task 2: Read, listen to, and view nonfiction selections, then map main ideas and supporting details as well as identify facts and opinions in the selections.

Task 3: Read, listen to, and view nonfiction selections, then interpret graphics in selections.

Task 4: Read, listen to, and view nonfiction selections, then compare and contrast information in different selections and identify differences in points of view of the authors.

Task 5: Read, listen to, and view nonfiction selections, using structural organizers within the selections to aid comprehension.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria:
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 216 758

EXAMPLE PERFORMANCE PACKAGE TASK 1
Nonfiction Journal

Content Standard: Read, Listen, and View: Nonfiction **Level:** Middle

Specific Statement(s) from the Standard:

The student shall:

1. demonstrate the ability to comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, listening, and viewing
2. comprehend information from selections that address abstract or complex ideas

Product(s):

Nonfiction journal

Task Description:

Overview: Reading/viewing/listening to nonfiction well is an important skill. **In this package, over an extended period of time,** you will study, come to understand, and apply strategies that are key to successful reading/
viewing/listening. You will engage in multiple readings (and viewings and listenings) of nonfiction selections that address abstract or complex ideas.

In this task, you will develop and maintain a nonfiction journal that will allow your teacher to assess your ability to understand the selections. In the journal, you will summarize and respond to what you have read, viewed, and listened to. Your teacher will note the strategies you have demonstrated in your journal entry for each selection. You will identify the strategies demonstrated in your journal.

(You will continue to make entries in your journal in Tasks 2-5.)

Steps:

Before you work on the steps in this task, your teacher will explain and model them for your class.

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1. The first strategy that successful readers/listeners/viewers regularly apply is establishing a purpose for reading/viewing/listening to each particular selection. This is often done by the person posing questions for him/herself such as:
   - What do I already know about the topic/subject of this selection?
   - What do I want to know /learn from this selection?
   - What specialized or new vocabulary might I encounter in this selection?
   - ...and so on, with additional questions.

   Sometimes, a student might identify his/her purpose as, "Because the teacher told me to read/view/listen to it!" You are encouraged to *go beyond* that manner of stating your purpose.

   (After reading/viewing/listening, you can use this questioning strategy again. Ask yourself:
   - What do I still want to know?)

Task Description, continued

Your teacher will give your class a selection to read. (Later, you will work with selections that you will view and listen to, as well as more selections that you will read.) Preview (or scan) the selection, and **establish a purpose** for reading it by asking yourself questions. Write these questions in your nonfiction journal, which you will maintain throughout the following steps for this and future selections.

2. **Read** this first selection.

   In your journal, **identify the title and author of the selection and the date** you read it.

3. Then, in your journal, **write a summary** of the selection. (Summarizing is another strategy.) There are several ways you could approach writing the summary. One way is to answer your own "purpose establishing" questions. Another way is to use the following questions to help you recall the details: Who?, What?, Where?, When?, Why?, and How? However you prepare your summary, compose it in your own words -- not by copying from the selection -- and make sure it is complete and accurate.

4. Next, **write a response** (or reaction) to the selection. (Responding is another strategy.) You could, for example, write about whether any information in the selection is in any way useful to you, or about why (or why not) you would like to know a person in the selection, or about how something in the selection made you think or feel.

In addition to establishing a purpose, summarizing, and responding, skilled readers/viewers/listeners appropriately apply a variety of other strategies (or tools) as they read/view/listen, some of which are listed on page 5.

Over the extended period of working on this standard/package, your teacher will explain and model for your class how to apply the strategies appropriately.

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5. Your teacher will review and make comments on your first journal entry about the strategies he/she identified in your entry. After your teacher has reviewed your first entry, it is important that you **read his/her comments** to see what strategies your teacher identified that you are currently using. Increasing the number of strategies you know about as well as applying the strategies appropriately will make you a more successful reader/
   viewer/listener.

Your goal for future read/view/listen selections is to learn and apply additional and different strategies, as appropriate.

Task Description, continued

6. Your teacher will have you repeat Steps 1-5 as many times as s/he feels is appropriate to assess your ability to comprehend information from selections that address complex or abstract ideas.

7. For another selection -- in reading, viewing, or listening -- write another journal entry. Be sure to identify title-author-date as well as to set your purpose by posing questions, summarize the material, and respond (react) to the selection.

   In addition, after you have written this second journal entry, review the entry and **identify the strategies** you find in your entry. Think about those strategies (page 5) which your teacher has explained and modeled for your class, and mark in the margins of your journal the strategies you find.

8. Your teacher will review your journal entry and provide feedback about your strategy analysis. Your teacher will have you repeat Step 7 as many times as she/he feels is appropriate to assess your ability to note the strategies you are applying.

9. For the next several reading, viewing, and listening selections, you will provide your own strategy analysis in your journal entries. After you complete each journal entry (as you did in Steps 1-4), mark in the margins the strategies you used (as you did in Step 7).

10. Throughout this assessment, you will create several journal entries on a variety of read/view/listen selections. Be sure each entry includes title-author-date, questions to set your purpose, summary, response, and strategy analysis. Periodically, your teacher will review and give you feedback on your journal.

    High level performance requires the **appropriate application of multiple strategies**. Since expanding the number and variety of strategies you use in reading/viewing/listening will assist you in demonstrating high level performance, you need to be aware of the range of strategies you are using. One way to do that is to chart your application of strategies -- you could use the "Strategy Use Chart" on page 6. For each selection, identify and write on the chart the strategies you used. Over time, you will be able to see what strategies you rely on and what strategies you rarely use. You then can identify strategies you should consciously apply in your future reading/viewing/listening.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Nonfiction Journal

SELECTED STRATEGIES

In addition to establishing a purpose, summarizing, and responding, skilled readers/viewers/listeners appropriately apply a variety of other strategies (or tools) as they read/view/listen, some of which are listed below.

Over the extended period of working on this standard/package, your teacher will explain and model for your class how to apply the following strategies appropriately:

- Making inferences: drawing conclusions from specific data or information in the selection, including analyzing people.
- Identifying cause and effect relationships: stating your understanding of cause and effect relationships in the selection, including reasons why people behave the way they do, reasons why things occur in a particular fashion, etc.
- Stating own opinion: making comments from your perspective on the ideas, people, events, style, etc., in the selection.
- Making judgments: stating how you judge or value the information, the people, their actions, etc., presented in the selection.
- Predicting: stating what you think will happen in the selection or expressing your expectations about the material -- and giving reason(s) for your prediction.
- Solving problems: identifying a problem-solution process in the selection **or** suggesting a problem-solution process yourself for the people or situations in the selection.
- Identifying similarities: identifying statements in the selection (or experiences you have had) that are similar to other statements in the selection.
- Identifying differences: identifying statements in the selection (or experiences you have had) that are different from other statements in the selection.
- Idea to example: teacher (or someone else) makes a general statement about a topic and explains it with a specific example from the selection -- and student provides additional example(s) [deduction].
- Example to idea: teacher (or someone else) notes specific example(s) of something that appeared in the selection, and student makes a general statement about the example(s) [induction].
- Metacognition: explicitly commenting on your reading/viewing/listening and thinking processes.
- Analyzing author's techniques: explaining the way information is presented in the selection.
- Sequencing of events: identifying a series of events/steps in the selection.

Your teacher may explain and model for your class additional strategies.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Nonfiction Journal

STRATEGY USE CHART

Name: _____

Selection	Date	Strategies Used	New Strategies Used	Number of Different Strategies Used in Single Journal Entry

EXAMPLE PERFORMANCE PACKAGE TASK 1
Nonfiction Journal

Special Notes:

FOR THE PACKAGE AS A WHOLE

Students are to be assessed throughout this package for their work on the *Read, Listen, and View* standard. Their *writing style or delivery* should not be assessed.

- The journal process should be used for all kinds of selections -- text, film and video, audio tape, and visual forms such as photographs/paintings. So when the package speaks of "reading," viewing and listening should also be used to address the standard. However, the listening mode is not included in Task 3, and teachers should choose materials especially carefully in Task 5 since many *non-print materials* do not use structural organizers to clarify meaning. For all tasks, materials should be selected carefully to ensure that they contain information in a format that allows the student to be assessed in that task.

- This package is designed for use in any course (and in any subject area or interdisciplinary situation) where the students are asked to read/view/listen and understand complex or abstract ideas. The materials chosen by the teacher(s) must lend themselves to students using high-level thinking skills. The process students use in developing their journals will demonstrate their comprehension and general reading skill, regardless of the subjects of the selections.

- Tasks for this package are written so that students of all reading abilities may participate even if they are not reading at or above grade level. To meet the standard, however, students **must** use selections that are at or above an 8th grade level of readability. See your district curriculum coordinator and/or reading specialist for readability assessment tools.

FOR TASK 1

- As a general introduction, it might be helpful to explain to students what happens with really successful readers. Strong readers develop an interior dialogue with the selection while they read/view/listen. This interaction with the selection allows them to understand and internalize the information more effectively.

  The use of a journal to capture the application of strategies has been very effective with a wide range of reading instruction and evaluation. Analysis of a journal entry helps students to see what they are doing and thereby gives them information about their strategy use. **Feedback from the teacher** as well as **overt teaching of the strategies and the "strategy analysis" procedure** are keys to creating improved, autonomous readers/viewers/listeners. A goal of the journalizing process is that students eventually move to the point where they can, upon encountering a comprehension difficulty, ask themselves the right questions to solve the problem.

  Review the "sample lesson" on page 10.

- The initial selections used to introduce students to the journaling process might best be the same for all students. After students develop some facility with the process, more individualized materials could be used.

- If students are unsure about what constitutes a "response" to their reading/viewing/listening, you might consider, in addition to the suggestions given in the task description (Step 4), offering students the following questions:
  - Did the person in the selection contribute to society?
  - Would you want to know this person or have him/her as a friend?
  - Would you want to be an expert at XXXXX [something mentioned in the selection]? Why?
  - Does the person in the selection remind you of anyone you know or have read about before?

Special Notes, continued

- The strategies described (pages 2-5) are not exhaustive; rather, they are the strategies most frequently used by strong readers/viewers/listeners. It should also be noted that there may be overlap among the strategies.

  In the journals themselves, it may be difficult to identify a single strategy for each statement. Teachers will need to make some "judgment calls" on the entries; the key is to be as consistent as possible. See pages 11-13 for sample journal entries and analyses.

  In no single journal entry should a student attempt to use all the strategies described on pages 2-5. Applying two to five strategies per journal entry is developmentally appropriate for students at this level. Providing students with multiple, carefully chosen selections will allow students to demonstrate their appropriate use of various strategies in each selection and, throughout the entire journal, the appropriate application of many of the strategies. The teacher's focus should be on students' **understanding** and **appropriately applying** strategies.

  In making comments on student journals, you might want to consider creating a list of "shorthand" symbols to use. If so, students will need to be supplied with a copy of your coding system to keep in their journals.

- One of the best ways to do Steps 7 and 8 is to have the students note their strategy analysis in one margin and the teacher mark his/her analysis in the other margin.

- The Strategy Use Chart (page 6) is recommended to assist students in monitoring their application of strategies. It can also be a kind of summary sheet to support the journal itself. However, it can easily be eliminated, depending on the teacher's focus.

- One of the keys to assessing student performance is to have appropriate expectations. With regard to the journal, teachers are encouraged to keep several things in mind. One is that the selection of reading/viewing/
  listening material itself determines to a certain degree the kinds of strategies students can employ. In some cases, inference is not a particularly appropriate strategy, as in some science selections. In other cases, the use of idea to example may not be appropriate.

  Another issue is that of the developmental nature of the comprehension process. Some students may be performing at a relatively low level of abstraction. Less skilled readers will have trouble moving beyond the specifics of a selection; they may find particular difficulty in making connections at anything other than a literal level. ***Direct instruction*** -- using a single selection and demonstrating the variety of strategies that can be applied to that selection -- may be appropriate.

Special Notes, continued

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Special Notes, continued

SAMPLE LESSON

Teacher:

> *"I am going to show you how to think about what you read/view/listen to. We will be doing this frequently (over the next several weeks/months) (throughout the course/semester/year). As a result of writing about what you read/view/listen to, you will eventually find yourself holding an internal dialogue with the selections. When this happens, your reading/viewing/listening abilities escalate dramatically."*

Teacher plays role of student:

- Teacher poses questions on a selection -- to set purpose for reading.
- Teacher reads a selection aloud while students follow along.
- Teacher writes a summary on overhead, chalkboard, computer.
- Teacher adds his/her personal response (reactions) as appropriate.

Teacher plays role of teacher:

- Teacher models for students the identification of strategies used, by orally explaining to students each sentence in the summary and response. (See pages 11-13 for examples of "strategy analysis.") Teacher may enter an identifying symbol of each strategy in margin of summary and response.
- Students practice; teacher gives immediate feedback.

Teacher's on-going practices:

- Teacher allows in-class time for reading/viewing/listening, followed by students writing in their nonfiction journals several times per week.
- Students regularly discuss what they have read/viewed/listened to and the strategies they have used.

Remember: The journal process should be used for all kinds of selections -- text, film and video, audio tape, and visual forms such as photographs/paintings. So when the task/package speaks of "reading," viewing and listening should also be used to address the standard. Viewing and listening materials must be selected carefully to ensure that they contain information in a format that allows the student to be assessed in this task.

Special Notes, continued

STRATEGY ANALYSIS SUGGESTIONS

When teachers look for indications of the extent to which a student uses strategies, it is important that they do not allow any difficulties with written expression the student may have to influence their assessment. In other words, while difficulties with spelling, syntax, and grammar may impede the **teachers'** ability to **read** a journal entry, they do **not** mean that a **student** is **unable** to apply the strategies.

The following are some key phrases to look for:

"He said/she said..." = fact in summary

"He/she" *plus a verb* = fact in summary

"Because," "on account of," "since" = cause and effect relationships

"Good," "bad," and other *value words* = judgment*

"Jerk, cool, etc." = own opinion*

"If...then" = problem solving

"I wonder..." = problem solving

"For example" = idea to example/example to idea

"It's like..." = comparison/contrast

"I don't understand," "I used to think," etc. = metacognition

*These two are very similar so the context of the statement must be considered.

STRATEGY ANALYSES FOR SAMPLE JOURNAL ENTRIES ON THE "GREAT BLUE HERON"

Note: The "Great Blue Heron" is offered as informational prose, whose purpose is to convey information without narrative structure. Some other examples include instructions on how to use the computer in an industrial technology course, instructions on how to solve a geometry problem, the causes of the Civil War.

- *I read about a bird called a Great Blue Heron. I almost always don't like nature stuff, but this was different. The guy who wrote it doesn't sound like he's writing for a science book, which is where I usually read stuff like this. The guy who wrote it sounds like he really cares about saving the world. I do too. Anyway, the guy said that herons aren't in the trouble they used to be back when their feathers were popular. (For hats, I think. That's dumb. I wonder if people used to wear hats all the time?) Anyway the big danger now is that herons might be pushed out from their nests because cities are growing so fast. Like Rodgers. That city is growing fast. The writer doesn't sound like he likes the people in Rodgers very much. He calls them short-sighted. I mostly liked the part about what herons eat. It says they eat the stuff that I think would be icky, stuff like salamanders and frogs. Sounds like herons eat almost anything. If they eat almost anything I wonder if they'd eat stuff that I like, like peanut butter. It would be fun to try that some time if I ever saw a heron. The story said I can tell which ones are herons by watching them fly. Their necks get pulled in but if the necks are out straight they're cranes.*

  I really like this story. (Ms. W, is this what you call an essay like we're doing in class?) The writer gives a whole lot of information, but he doesn't sound like the films we see in science class. But if you don't read it real carefully you can miss what the guy thinks. Because he's got that way up front. I guess that surprises me. It seems like his opinion should come after all the fact stuff. (Ms. W., I just looked over the story again. What does regurgitation mean? And how come he puts his opinion first and all the facts next?)

Special Notes, continued

Analysis: The writer uses facts, inference, cause and effect relationships, analogy, technique analysis. His response includes an awareness of what s/he doesn't know, and by asking the teacher, s/he shows that s/he has a strategy in place for finding an answer.

* *

- *I read about great blue herons. They're not in as much trouble as they used to be. The writer says that a long time ago (like may around 1959) herons were in trouble because people wanted their feathers so they could wear fancy hats. But now even though there's lots more herons, they're still in trouble because some cities want to grow so fast that they're ruining where herons live. Herons live in wet places.*

  Their nests can be high up or they can be on the ground. Both parents take care of the babies, just like human parents do. It says that herons are sociable. That means that they hang around in big groups, sometimes even with other egrets.

  It says that herons hunt in the morning and at night. They don't move. They eat lots of stuff like fish and salamanders. They eat small birds and mammals. It says, "If it is small enough to capture, it can and will be eaten." (This reminds me of my brother, Ms. W. He'll eat just about anything too!)

  I liked the story. I like to read about nature stuff because I like to go out camping and fishing and stuff. I wonder what's going to happen to herons and stuff like that if cities keep on growing too fast. My dad said that where we live used to be all empty when he was a kid.

  Analysis: The writer includes facts, inferences, and cause and effect relationships. More importantly, the writer finds a relationship between what s/he read and what s/he knows from her/his own life, and offers a bit of insight into why s/he's made that connection.

* *

- *I read about some birds called great blue herons. They used to be almost extinct because of their feathers. People wanted the fancy feathers for hats and stuff. They're coming back now but now they're still in danger. Because of cities, that want to grow really fast. I think maybe the cities are taking land from the birds. It says how herons fly. They look different from cranes that stretch their necks out. Herons nests are on the ground and way up in trees. Herons may use the same nest site for many years. Both parents feed and incubate the young. When the young are older the parent is more likely to regurgitate the food onto the floor of the nest.*

  I liked the story. But I don't like the cities that are taking land from that the herons need. That's dumb.

  Analysis: The writer goes beyond stating facts and makes some inferences. S/he has an opinion but s/he gives no support for it. It looks as if the student is copying lines from the text without an awareness that s/he does not know what those lines mean, or perhaps does not know what the words within those lines mean (for example, "incubate", "regurgitate").

* *

- *I read about a great blue heron. It used to be almost extinct because ladies liked feathers. Herons are still in trouble because cities want more room. Herons fly with necks pulled in. Cranes don't. Herons nest in colonies, called "rookeries." Both parents feed babies. Herons are birds of wetlands. They do most hunting before dawn and at dusk. They eat fish and crawfishes and frogs. Small birds. Mammals.*

  I liked the story.

Analysis: The writer has recapped facts only. S/he responds to the story, but s/he gives no support for her/his opinion.

Special Notes, continued

* *

- *I read about the great blue heron. It talked about him in trouble. It said how it's getting extinct. It said a lot of stuff about how they live.*

  The story was OK.

  Analysis: The writer has merely given topics. S/he has not summarized. S/he responds to the essay but gives no rationale for her/his response.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Nonfiction Journal

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Selections include reading, viewing, and listening materials.	_____
_____	Most selections are at or above an 8th grade reading level.	_____
	Journal Entries	
_____	Purpose-setting questions are clearly stated.	_____
_____	Summaries of each of several selections are: • in the student's own words • accurate • complete.	_____
_____	A response to each of several selections is clearly stated.	_____
_____	A variety of strategies appropriately used is clearly noted throughout the entire journal, including many of the following: • posing questions to establish purpose • composing a summary • responding/reacting • making inferences • identifying cause and effect relationships • stating own opinion • making judgments • predicting with reason for prediction • problem solving • identifying similarities and differences • idea to example • example to idea • metacognition • analyzing author's techniques • sequencing of events.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 2
Nonfiction Journal

Content Standard: Read, Listen, and View: Nonfiction **Level:** Middle

Specific Statement(s) from the Standard:

The student shall:

1. demonstrate the ability to comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, listening, and viewing
2. comprehend information from selections that address abstract or complex ideas by:
    a. identifying main ideas and supporting details
    e. identifying statements of fact and opinion within a selection

Product(s):

Journal entries: maps of main ideas and supporting details & facts and opinions in selections

Task Description:

Overview: Mapping is another technique to aid comprehension of information and the relationship of ideas in such information. In this task, you will create a map of selections to demonstrate your ability to identify and understand the relationships between main ideas and supporting details -- and to distinguish between statements of fact and statements of opinion.

Steps:

Before you work on the steps in this task, your teacher will explain and model for your class how to identify main ideas and supporting details, statements of fact and statements of opinion.

---

1. For a read/view/listen selection chosen by your teacher, **set a purpose** for yourself by posing questions (as you did in Task 1, Step 1). Write the questions in your nonfiction journal.

2. **Read/view/listen to** the selection.

3. In your journal, **identify the selection** and then write a **summary** of and **response** to the selection (as you did in Task 1, Steps 3 and 4).

Task Description, continued

4. In your journal, create a **map** of the selection. See the example on page 17.
   A. In the center of a page in your journal, write a brief statement of the main idea, and draw a circle around it.
   B. Somewhere else on the page, write a brief statement of a supporting idea or explanation.
   C. Circle this supporting idea, and draw a connecting line between it and the main idea.
   D. Identify any specific details that further explain or develop that supporting idea. Briefly write the details close to the supporting idea. Circle the details.
   E. Draw a line that connects each specific detail with its supporting idea.
   F. Repeat Step 4 B-E until you have recorded all the supporting ideas and details from the selection.

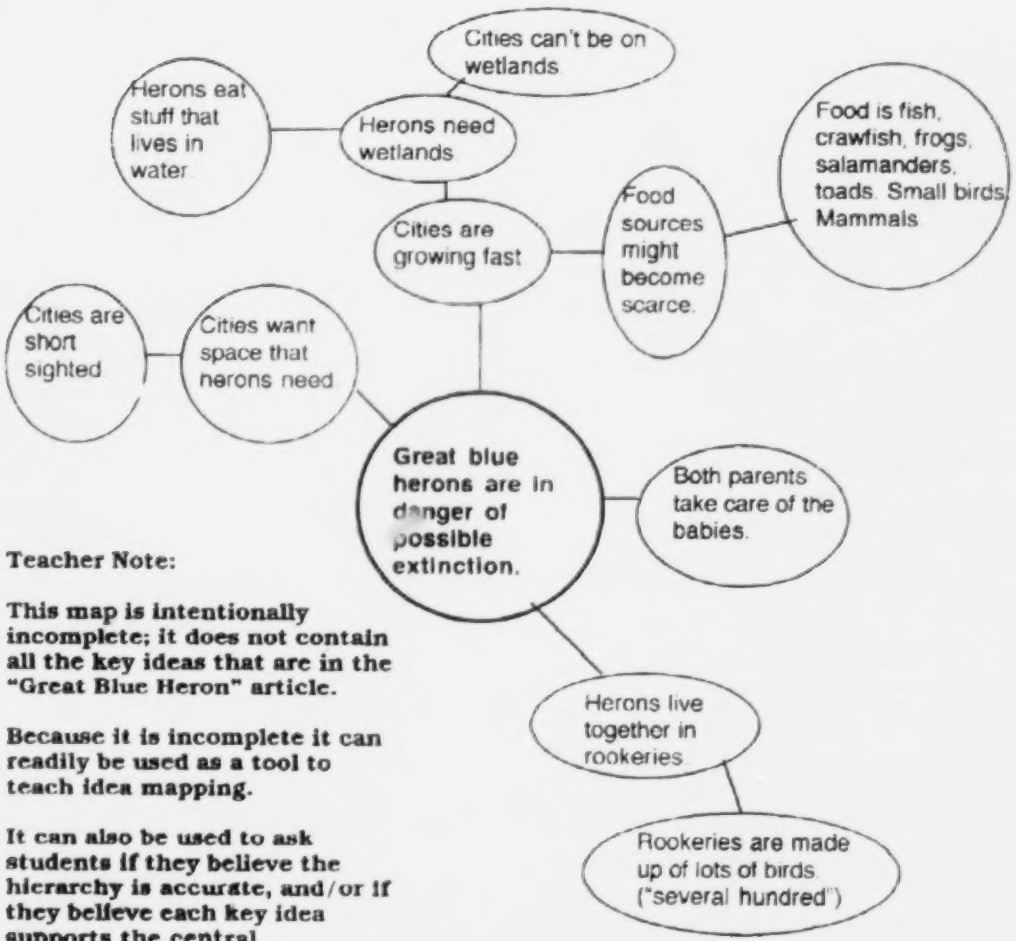
5. Your teacher will have you repeat Steps 1-4 as many times as necessary to assess your ability to identify main ideas and supporting details in selections that address complex or abstract ideas.

6. When your teacher returns your map to you, review each statement -- main ideas as well as supporting details. Identify each as a statement of fact or a statement of opinion. Indicate which is which by, for example, shading or color coding the facts in one color or pattern and the opinions in another.

7. Your teacher will have you repeat Step 6 as many times as necessary to assess your ability to identify statements of fact and statements of opinion in selections that address complex or abstract ideas.

Task Description, continued

EXAMPLE MAP FOR
"Great Blue Heron"


Cities can't be on wetlands
Herons eat stuff that lives in water
Herons need wetlands
Food is fish, crawfish, frogs, salamanders, toads. Small birds. Mammals
Food sources might become scarce.
Cities are growing fast
Cities are short sighted
Cities want space that herons need
Great blue herons are in danger of possible extinction.
Both parents take care of the babies.
Herons live together in rookeries
Rookeries are made up of lots of birds. ("several hundred")

Teacher Note:

This map is intentionally incomplete; it does not contain all the key ideas that are in the "Great Blue Heron" article.

Because it is incomplete it can readily be used as a tool to teach idea mapping.

It can also be used to ask students if they believe the hierarchy is accurate, and/or if they believe each key idea supports the central idea.

EXAMPLE PERFORMANCE PACKAGE TASK 2
Nonfiction Journal

Special Notes:

MAPPING MAIN IDEAS AND SUPPORTING DETAILS

- The "Great Blue Heron" selection used in the sample Minnesota Basic Standards Reading Test is used in this task to model mapping of main ideas and supporting details.

- It is recommended that selections for this task be limited to about 400-500 words. In addition, selections that are too dense or difficult will not allow students to demonstrate the appropriate level of expertise. Also, each selection must present a single, complete and finite idea with supporting information. This assessment is focused on student demonstrations of hierarchical understanding, so each selection must provide clear supporting information.

  It should also be noted that some materials are in a style that is not amenable to this activity. If the organization or paragraphing of a reading selection, for example, is unclear or poorly done, the students will encounter problems that will make this activity unnecessarily problematic. So before choosing the selections for this task, be sure to analyze them for suitability.

- In assessing the maps, teachers need to keep several ideas in mind. One is the accurate and complete identification of the main idea. Some students will merely name the *topic* of the selection rather than identify the *main idea*. It is critical that students come to a clear statement of main idea in order to complete the map. **Teachers should model the mapping process, have students practice, and give immediate feedback so that students clearly understand the process.**

  For assessment, a key discriminator of success is students' ability to see the appropriate kinds of connections. Of particular concern is students' ability to determine what constitutes elaboration; too many times they see all information presented as being the same kind, instead of understanding that some of the information is presented to explain or further develop other ideas. An understanding of supporting (elaborative) information is what the mapping is designed to demonstrate. So in assessing maps, it is important to focus on the logical connections expressed, particularly with regard to subordination/hierarchy.

- *Remember:* All kinds of selections should be used -- text, film and video, audio tape, and visual forms such as photographs/paintings. In addition to "reading," viewing and listening should also be used to address the standard. Viewing and listening materials must be selected carefully to ensure that they contain information in a format that allows the student to be assessed in this task.

IDENTIFYING STATEMENTS OF FACT AND STATEMENTS OF OPINION

- *Again, teachers should model the process of distinguishing facts from opinions, have students practice, and give immediate feedback so that students clearly understand the process.*

EXAMPLE PERFORMANCE PACKAGE TASK 2
Nonfiction Journal

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Selections include reading, viewing, and listening materials.	_____
_____	Most selections are at or above an 8th grade reading level.	_____
	Journal Entries on Each Selection	
_____	Purpose-setting questions are clearly stated.	_____
_____	Summary is: • in the student's own words • accurate • complete.	_____
_____	Response is clearly stated.	_____
	Journal Entries on Each Map	
_____	Main idea is accurately stated.	_____
_____	Supporting ideas are: • accurately stated • accurately shown connected to the main idea.	_____
_____	Details that develop the supporting ideas are: • accurately stated • accurately shown connected to the supporting ideas.	_____
_____	Map is complete: it includes main idea and all supporting ideas.	_____
_____	Statements of fact and statements of opinion are correctly identified.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 3
Nonfiction Journal

Content Standard: Read, Listen, and View: Nonfiction **Level:** Middle

Specific Statement(s) from the Standard:

The student shall:

1. demonstrate the ability to comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, listening, and viewing
2. comprehend information from selections that address abstract or complex ideas by:
   b. interpreting presentations of data in connection with other information in the text

Product(s):

Journal entries: interpretations of graphics in selections

Task Description:

Overview: Another technique used to aid comprehension of information is the careful examination and interpretation of the graphics in any reading or viewing selection. In this task, you will examine, summarize, and interpret graphics in selections.

Steps:

Before you work on the steps in this task, your teacher will explain and model them for your class.

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1. Just as you have done in Tasks 1 and 2, for a read/view selection chosen by your teacher, **set a purpose** for yourself by posing questions. Write the questions in your nonfiction journal. For this task, also locate and examine the graphic(s) in the selection. (*Graphics* includes drawings, diagrams, plans, maps, illustrations, photographs, tables, graphs, charts, or any other "visuals" that are not text or not mainly text.)

2. **Read/view** the selection.

3. In your journal, **identify the selection** and then write a **summary** of and **response** to the selection.

4. Next, in your journal, write a **summary of the information presented in the graphics**. Identify each graphic by, for example, the number/letter given by the author and/or the page on which it appears. For each graphic, tell what the information or data is and how it is presented.

Task Description, continued

5. In your journal, **interpret (explain) each graphic**. You may wish to review the following as you consider your interpretation:
   A. How was the data in the graphic created or gathered in the first place?
   B. In what other ways could the data be presented? -- Would any of those ways be more effective? If so, why?
   C. How does the data relate to the "surrounding" material? -- Explain how the data explains it, supports it, and/or develops it.
   D. What information presented graphically does not appear in the selection, or vice versa? -- Why might this difference exist?
   E. What data is or might be missing from the graphic **and** the rest of the selection?
   F. Explain how someone else might interpret the data in the graphic differently.
   G. Explain how -- and by whom -- the data in the graphic might be used for a different purpose.

6. Your teacher will have you repeat Steps 1-5 as often as necessary to assess your ability to interpret graphic presentations of data in connection with other information in selections that address complex or abstract ideas.

Special Notes:

- This task asks students to explain the connection between information presented graphically and the rest of the material. The number of repetitions of the task will depend on the selections used and their dependency upon graphics, on the variety of graphic presentations within the selections, and on student performance.

- In selecting materials for this task, it is recommended that you choose something with no more than three graphics; otherwise the task quickly becomes overwhelming. Remember: All kinds of reading and viewing selections should be used -- including text and film/video. Both reading and viewing materials should be selected carefully to ensure that they contain information in a format that allows the student to be assessed in this task. **The listening mode is not included in this task**.

- The list of questions presented to students (Step 5) can guide them in their interpretations. The questions require inference, analysis, comparison/contrast, opinion, judgment, and prediction. (See also the strategies on page 5.). Teachers, of course, may develop additional questions for students to consider. Whatever the questions, they should guide students to go **beyond** simply recalling or reporting information, and **to** interpreting.

  It is **not** necessary that students use **every** question presented in Step 5 for **every** graphic. Students should choose those questions that they find important for a particular graphic in a particular selection.

EXAMPLE PERFORMANCE PACKAGE TASK 3
Nonfiction Journal

FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Selections include reading and viewing materials.	_____
_____	Most selections are at or above an 8th grade reading level.	_____
	Journal Entries on Each Selection	
_____	Purpose-setting questions are clearly stated.	_____
_____	Summary is: • in the student's own words • accurate • complete.	_____
_____	Response is clearly stated.	_____
	Journal Entries on Each Graphic in Each Selection	
_____	Summary of information presented in graphic is complete and accurate.	_____
_____	Data in graphic is thoroughly and accurately explained in connection with the surrounding material.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 4
Nonfiction Journal

Content Standard: Read, Listen, and View: Nonfiction **Level:** Middle

Specific Statement(s) from the Standard:

The student shall:

1. demonstrate the ability to comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, listening, and viewing
2. comprehend information from selections that address abstract or complex ideas by:
    c. comparing and contrasting information on the same topic from different types of sources
    d. identifying differences in the points of view of the authors when given more than one selection on the same topic

Product(s):

Journal entries: comparisons/contrasts of information in different selections; identification of differences in authors' points of view

Task Description:

Overview: Comparing and contrasting as well as identifying different points of view are other techniques that aid comprehension of abstract or complex ideas. Often more than one author will write about the same topic; many times these authors will have different perspectives on the topic. In this task, you will compare and contrast information in different selections as well as identify the differences in the authors' points of view.

Steps:

Before you work on the steps in this task, your teacher will explain and model them for your class.

---

1. Just as you have done in Tasks 1, 2, and 3, for read/view/listen selections chosen by your teacher, **set a purpose** for yourself by posing questions. Write questions for each selection in your nonfiction journal.

2. **Read/view/listen to** the selections.

3. In your journal, **identify the selections** and then write a **summary** of and **response** to each selection.

4. In your journal, **analyze each selection**. You may wish to review the questions below as you consider your analysis. You may wish to write your responses in a matrix to help you compare and contrast the information.
    A. How was the information created in the first place?
    B. How is the information presented? -- through text? visuals? sounds? -- narratively? persuasively? descriptively? in an explanatory way?

Task Description, continued

C. How could the information be presented in another way? -- Would that way be more effective? -- If so, why?

D. For what other purposes could the information be used?

E. What information (including details, examples, statistics) is or might be missing?

F. Is the information presented reliable?

G. Is the author (or his/her sources) credible?

Your teacher may provide your class additional questions.

5. In your journal, **identify the similarities and differences** among all the selections, based on your analyses in Step 4.

6. In your journal, state the **point of view** of each author, and identify **differences in the viewpoints** among the authors.

   Note: Point of view can be defined as the attitude toward or opinion about the information being presented.

7. Your teacher will have you repeat Steps 1-6 as many times as necessary to assess your ability to compare and contrast information in different selections that address abstract or complex ideas as well as your ability to identify the various points of view of the authors.

Special Notes:

- When making selections, be sure that the pieces do in fact represent distinct points of view; simply choosing different selections does not ensure differing points of view. One good example might be to look at an Auschwitz survivor's memoirs, the diary of a concentration camp guard, a documentary video/film about the Holocaust. Another good example, on the topic of cloning, might include articles from *U.S. News and World Report* and *Discover*, the transcript of a government hearing, videotapes of television reports.

  Remember: All kinds of selections should be used including text, film and video, audio tape, and visual forms such as photographs/paintings. Viewing and listening materials must be selected carefully to ensure that they, just as the selected reading materials, contain information in a format that allows the student to be assessed in this task.

- Students are more likely to be successful in identifying or defining a point of view that is similar to their own. In cases where authors' points of view differ significantly from those of students, students will have a much more difficult time being articulate or specific. This is to be expected. As they gain experience, students will be more able to identify point of view. In cases where the identification is faulty, more practice will improve the students' performance.

- Oftentimes the author's point of view may be difficult to determine definitively. Therefore in assessing students' work, plausibility of point of view, given the selection, is an appropriate criterion. By providing specifics from the selection, students can make a case for a particular point of view.

EXAMPLE PERFORMANCE PACKAGE TASK 4
Nonfiction Journal

FEEDBACK CHECKLIST FOR TASK 4

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Selections include reading, viewing, and listening materials.	_____
_____	Most selections are at or above an 8th grade reading level.	_____
	Journal Entries on *Each* Selection	
_____	Purpose-setting questions are clearly stated.	_____
_____	Summary is: • in the student's own words • accurate • complete.	_____
_____	Response is clearly stated.	_____
	Journal Entries on *All* Selections	
_____	Similarities and differences among texts are stated accurately and completely.	_____
_____	Points of view of each author are clearly and accurately stated and explained with relevant examples and details.	_____
_____	Differences in the viewpoints among the authors are clearly and accurately identified and explained with relevant examples and details.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 5
Nonfiction Journal

Content Standard: Read, Listen, and View: Nonfiction **Level:** Middle

Specific Statement(s) from the Standard:

The student shall:

1. demonstrate the ability to comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, listening, and viewing
2. comprehend information from selections that address abstract or complex ideas by:
    f. using structural organizers within a selection to aid comprehension

Product(s):

Journal entries: outlines, questions, and answers, using structural organizers within selections

Task Description:

Overview: Another technique to aid comprehension of complex or abstract ideas is the use of structural organizers (such as chapter and section headings) within a selection. In this task, you will use these "organizers" in your reading and viewing.

Steps:

Before you work on the steps in this task, your teacher will explain and model them for your class.

---

1. Before you read a selection chosen by your teacher, **scan** the selection to observe the title/name/logo, chapter or section headings, sidebars, as well as any non-text presentations. Also observe such visual, organizational cues as the use of capital letters, the use of various font styles and sizes (including the use of bold-face type), and the placement on the page of headings and other information.

2. Before you read the selection, **create** (in your journal) **an outline**. Your outline is to be based on the structural organizers in the selection. Here is an example of an outline:

    I. DISCOVER ITASCA SERIES
        A. THE BALD EAGLE
            1. ITASCA'S EAGLES
            2. NESTING AND MIGRATION
            3. EAGLE MANAGEMENT

    .....and so on.

Task Description, continued

3. In your journal, **write a list of questions**, one for each item in your outline. Remember that posing questions are a strategy for setting your purpose for reading/viewing. After each question, leave some space for writing answers.

4. **Read** the selection.

5. In your journal, **write answers** to the questions you developed above. Your answers are similar to the summaries you have composed in previous tasks and should be in your own words.

6. Your teacher will ask you to repeat Steps 1-5 as often as necessary to assess your ability to use structural organizers as an aid to comprehension of selections that address complex or abstract information.

Special Notes:

- For this task, all selections must be chosen carefully to ensure that they contain information in a format that allows the student to be assessed in this task. As noted earlier, many non-print materials do not use structural organizers to clarify meaning.

- It is suggested that teachers choose limited and single portions of works. For text, a chapter of several pages may work very well. If chapters are longer, then a single portion of a chapter may be more appropriate. Whatever the choice, the selection must utilize the conventions of sections and headings to signal the arrangement of information in blocks.

- The transformation of headings and captions into an outline and then into questions helps comprehension in several ways. Outlining provides students with an opportunity to demonstrate an understanding of the hierarchical features of the material. In an outline, they will show clearly how each section addresses the over-arching idea identified in, for example, a chapter heading.

  As noted first in Task 1, composing questions gives the student an overt purpose for engaging with the selection. Students often are non-discriminatory in their approach to a selection; their questions serve as a method for focusing their attention and reducing the chances of their trying to absorb everything. The outline-question technique can also reduce the difficulties of incorrect prior knowledge and/or expectations.

- The example outline in Step 2 is based upon a section in *The Itasca Guide Book: A Complete Guide to the Natural and Cultural History and Recreational Resources of Itasca State Park*, Published by the Minnesota Department of Natural Resources, Division of Parks and Recreation (1993).

EXAMPLE PERFORMANCE PACKAGE TASK 5
Nonfiction Journal

FEEDBACK CHECKLIST FOR TASK 5

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Selections include reading and viewing materials.	_____
_____	Most selections are at or above an 8th grade reading level.	_____
	Journal Entries on Each Selection	
_____	Outline is complete and presents the correct relationships among ideas, as indicated through the selection's structural organizers.	_____
_____	Each question is appropriately based upon each outline item.	_____
_____	Answers to all questions are: • in the student's own words • accurate • complete.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):